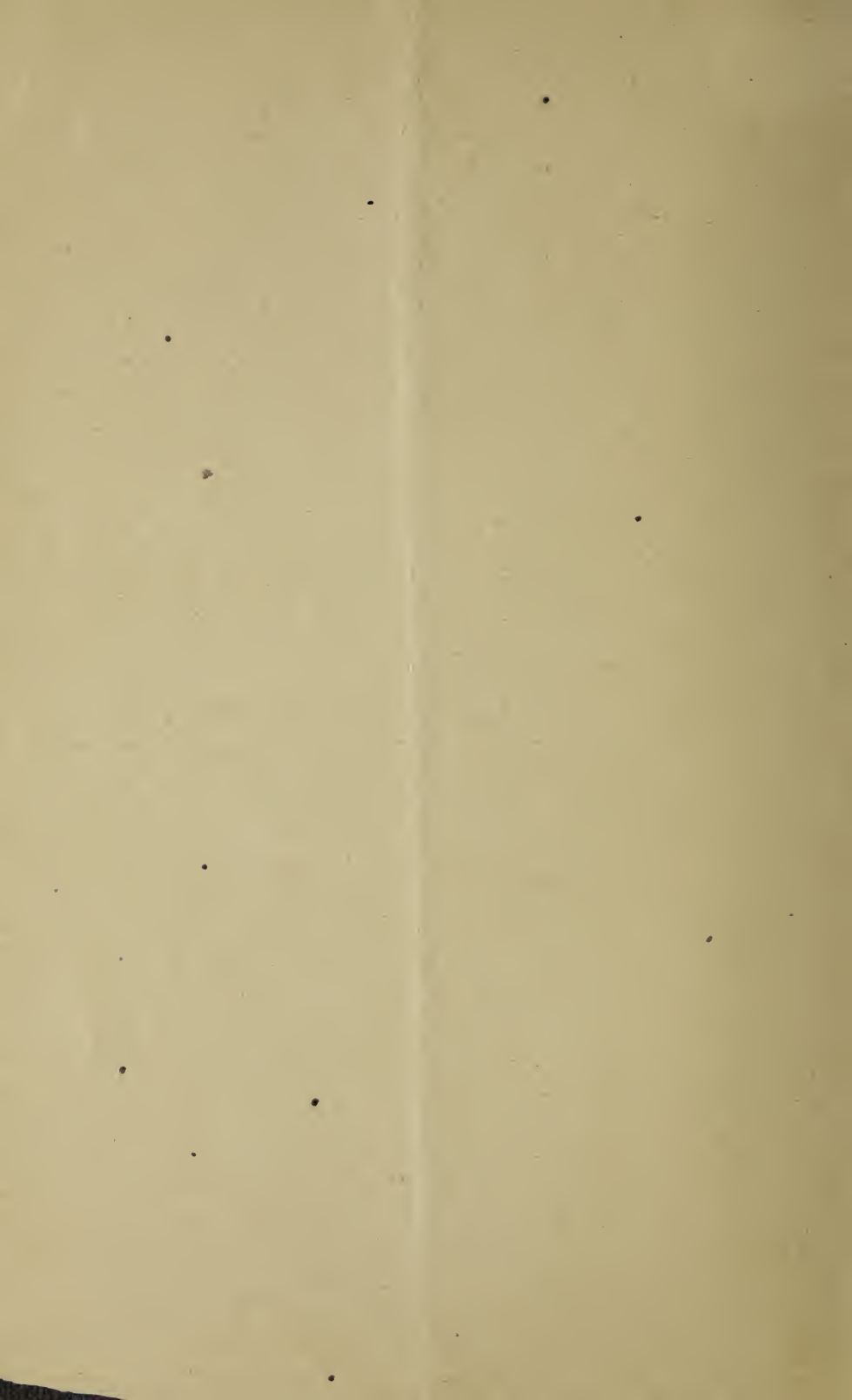
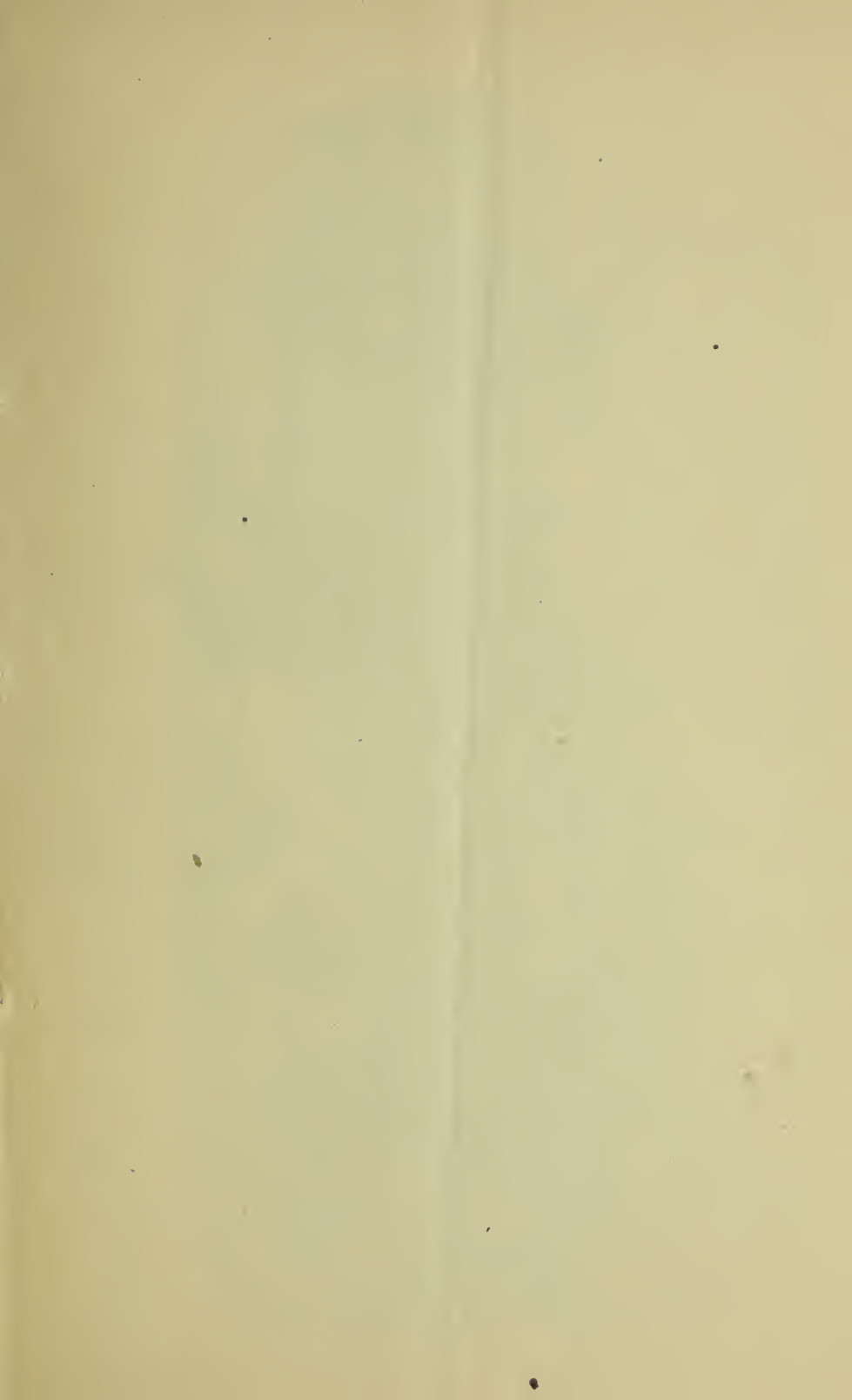
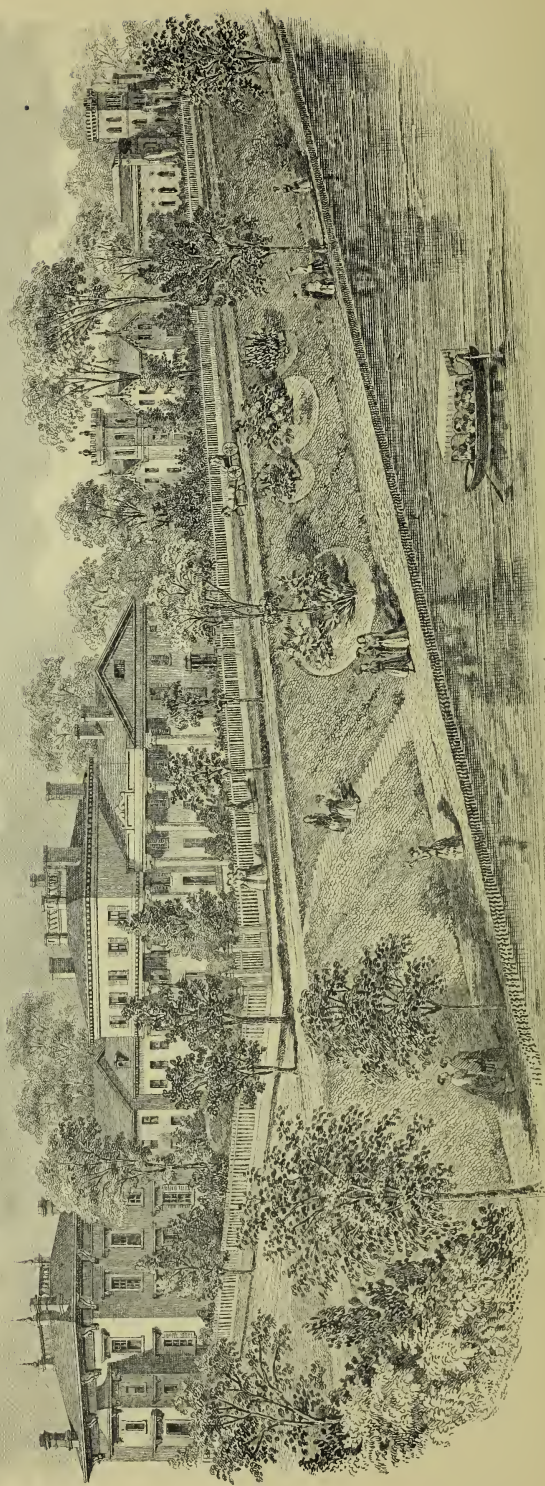


C
In4E
1876

Historical Sketch
OF
Hingham University
Le Roy, N. Y.







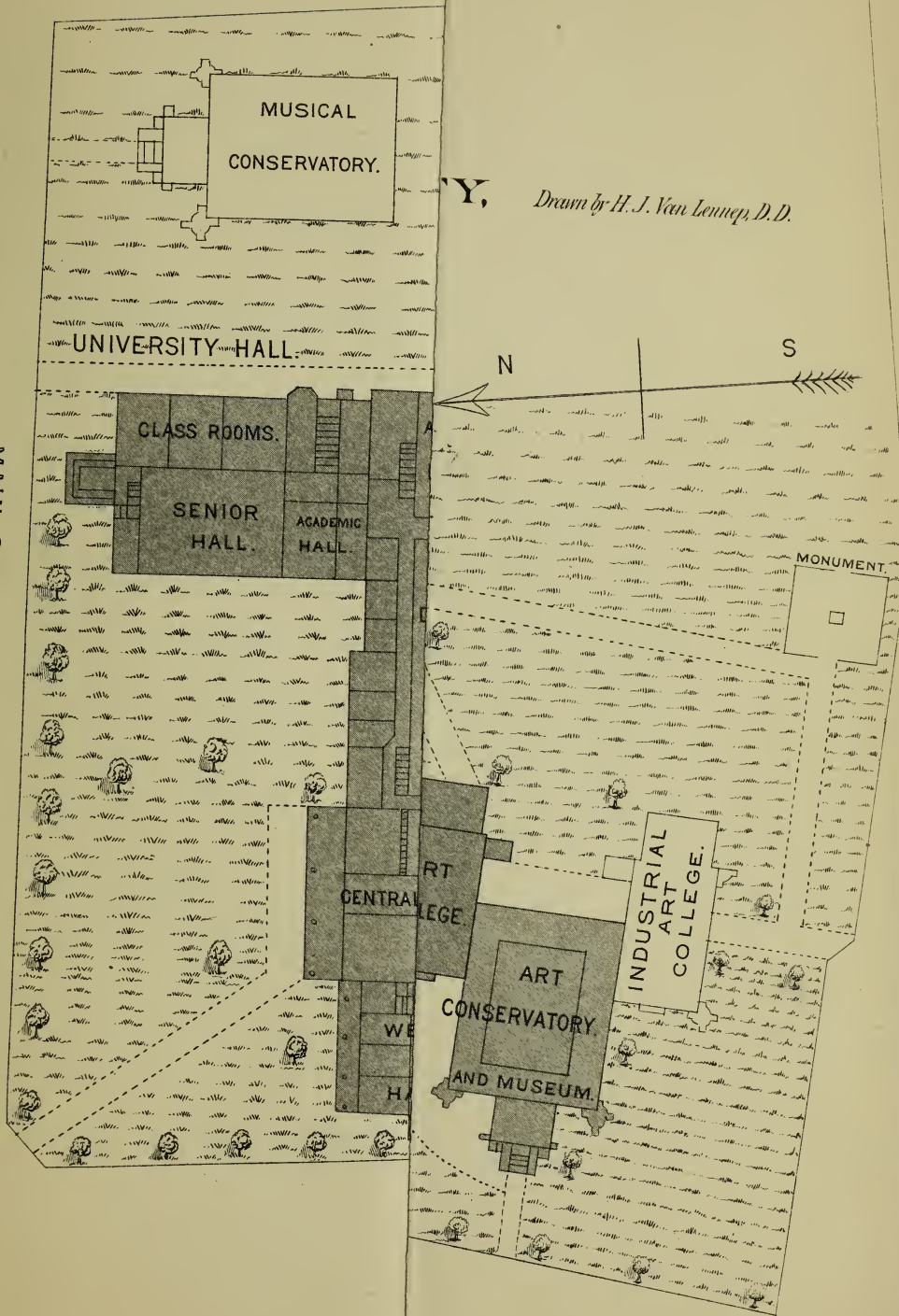
THE UNIVERSITY OF CHICAGO

UNIVERSITY HALL.

BOARDING HALL.

COTTAGE.

CONSERVATORY.



Y,

Drawn by H. J. Van Lennep, D.D.

GROUND PLAN OF THE PREMISES OF
INGHAM UNIVERSITY,

Drawn by H. J. Van Loughe, D.D.

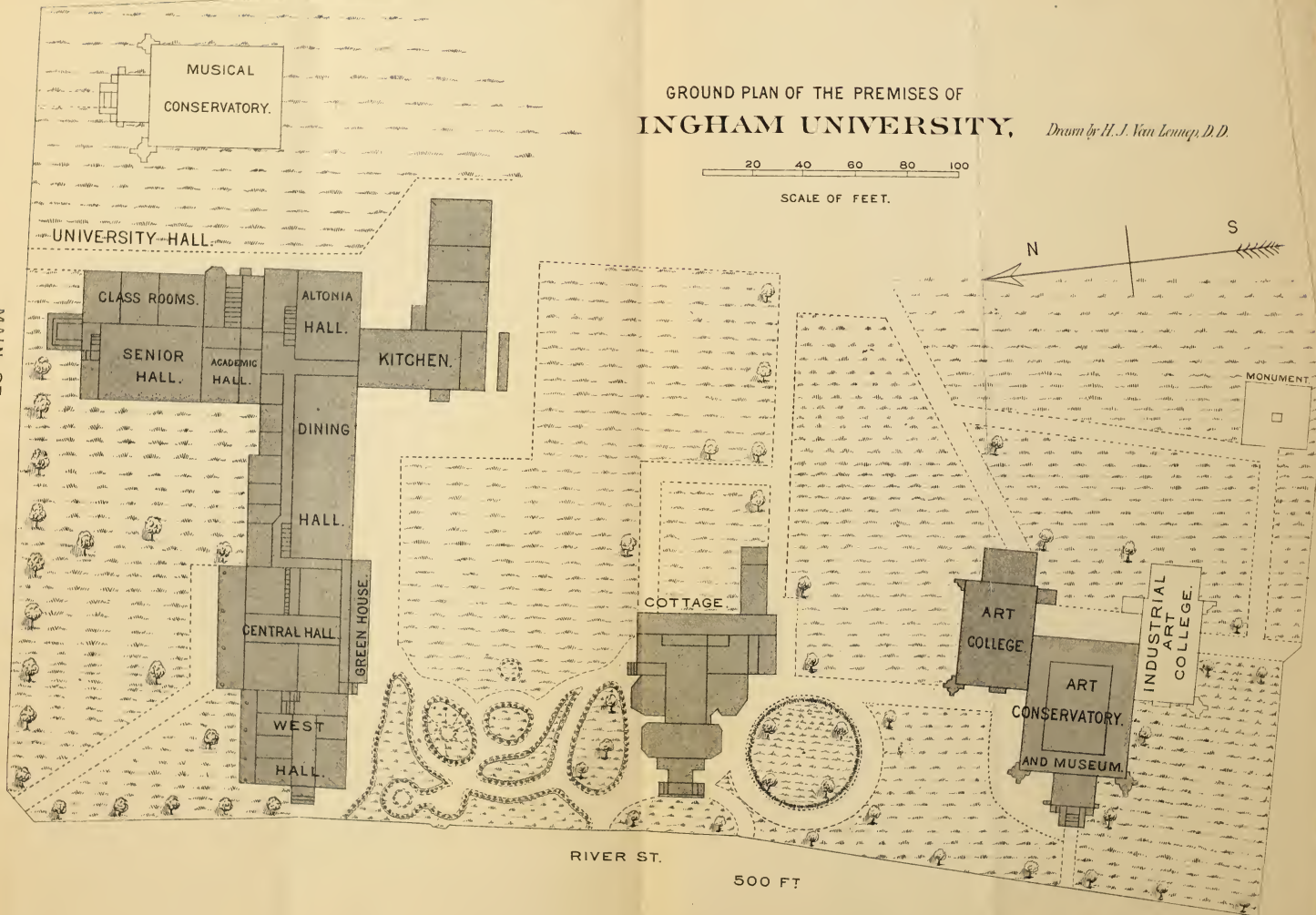
20 40 60 80 100

SCALE OF FEET.



MAIN ST.

322 FT



RIVER ST.

500 FT

1876.

INGHAM UNIVERSITY:

A UNIVERSITY FOR WOMEN, IN

LE ROY, N. Y.

HISTORICAL SKETCH

AND

DESCRIPTION

PREPARED AT THE REQUEST OF THE

UNITED STATES COMMISSIONER OF EDUCATION,

FOR THE CENTENNIAL CELEBRATION AT

PHILADELPHIA.


BY

HENRY J. VAN LENNEP, D. D.

OF THE COLLEGE FACULTY.

BUFFALO:

HAAS, NAUERT & CO., PUBLISHERS, PRINTERS AND BINDERS.



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INGHAM UNIVERSITY.

AT the beginning of the present century, Mrs. Amasa Ingham, a devout Christian woman, residing at Saybrook, on the banks of the lower Connecticut, gave birth to twin daughters, and feeling the approach of death, she committed one of the feeble infants to her daughter Mariette, then but twelve years of age. The adoption of the unconscious babe, consecrated to the Lord, in baptism, by the name of Emily, was hearty and complete, and though the mother was spared to her family of seven boys and seven girls, for many a year, yet the unusual tie thus created lasted through the life of both. It was indeed the source whence sprang an institution whose benignant influence has been felt throughout the land for the last forty years,—we refer to Ingham University. The elder sister was as remarkable for business tact as the younger for scholarly accomplishments, and in the unwonted combination of so remarkable qualities lay the secret of that occult power which, more, perhaps, than any other one cause, has brought about a new era in female education.

Miss Mariette Ingham early engaged in business, and was enabled, by her pecuniary profits, to bestow upon her sister-child the best education New England could then afford, besides doing much for the rest of the family. Meanwhile her special charge not only made rapid proficiency in her studies, but soon gave evidence of unwonted Christian devotion and zeal which led her to form

the purpose of undertaking a mission to the Greeks. But the sisters were not to be separated. A compromise was found in the suggestion that they might labor together, for the future of this great country, among the settlers of the West. They started on their missionary enterprise, traveling by the Erie Canal as far as Brockport, and taking thence the great stage road leading from Albany to Buffalo, they stopped in a town of Western New York, which was then deemed an advanced post, far within the borders of the West, whence they could best reach their entire mission field.

FIRST ORGANIZED AT ATTICA.

They selected Attica, in Genesee County, in lieu of their original Attica, in Greece. Their capital consisted of \$5,000,—the earnings of the elder sister—and in April, 1835, unassisted by any missionary society or private individual, but relying upon their own brave hearts and an Almighty arm, these two single women began the erection of a brick house, which they entered the following September. In the meanwhile they hired a couple of rooms for the summer, and commenced their school with a primary department alone. A beginning truly humble and unpretending. There was no sounding of trumpets; no grand gathering for the laying of the corner stone; no imposing pageant, nor eloquent speeches,—nevertheless a great and noble work then sprang into existence.

The sisters did not, however, remain in their chosen location longer than two years. Citizens of the neighboring village of Le Roy, sufficiently far-sighted to understand the influence such an institution would exert upon

the prosperity of their town, succeeded in inducing the ladies to remove their Seminary thither.

REMOVAL TO LE ROY.

They accordingly disposed of their property in Attica, and purchased the beautiful residence, then known as Mr. Robert Bayard's, a building 37 by 46 feet, and two stories high, situated on the east bank of the Oatka, a winding stream, which passes through the centre of Le Roy, and after forming several picturesque cascades, flows into the Genesee river. The village lies on the old turnpike road from Albany to Buffalo, and through its Main street, at that early period, daily rolled no less than fourteen stages, loaded with passengers to and from the great West.

RAILROAD CONNECTIONS.

It lies about ten miles east of Batavia, and thirty south of Rochester; it is connected with both of these places by railways, and directly with Albany by Canandaigua, and with New York by the Erie railroad.

FIRST NAME—LE ROY FEMALE SEMINARY.

The new Institution now took the name of "Le Roy Female Seminary," and the demand for it was made evident by the fact that during the first summer term there were no less than forty-one pupils in the Primary Department, and seventy-six in the more advanced classes; while the numbers during the winter term were seventeen and sixty-six. Still the Institution was as yet but little known, for the pupils were gathered from the neighborhood as far as Rochester and Buffalo; one only came from

another State, and that was Connecticut, the home of the teachers.

There must have arisen about this time, in Western New York, a very general interest in female education, for we find that a similar institution was, about the same period, organized at Canandaigua, which after many years of prosperity and usefulness, perished merely for want of adequate support. Another was started in Geneva, but it met with a like fate twenty years ago. The Albion Seminary, still in existence, did not commence until ten years later. The one at Auburn went into operation in 1850, and the Elmira College in 1853, the buildings being erected by subscription. Thus it will be seen that "Ingham" is a pioneer in point of time, as truly as it is the creature of the almost unaided energy of its founders.

Those were days of simplicity and economy. California had not yet poured her gold into the nation's lap, nor had a deluge of greenbacks flooded the land. We smile when we read the list of expenses and charges in the early catalogues of the Le Roy Seminary, published in 1842 :—board and tuition, \$75 a year in advance! In our day, many of the young ladies' seminaries charge no less than \$600 per annum; and our best endowed, and least expensive colleges for young men, require \$300 as a minimum! "Washing two shillings a week;" or, (note the addition) "the young ladies may do their own washing!" The rest is no less curious, and we give it entire :

TERMS IN 1842.

Tuition, from \$5.00 to \$8.00 per term of 15 weeks, according to the department.

EXTRA STUDIES.

| | |
|---------------------------------|---------|
| Music—piano or organ,—per term, | \$11.00 |
| French, | 3.00 |
| Latin, | 3.00 |
| Drawing, | 5.00 |
| Painting, | 7.00 |
| Painting in oils, | 9.00 |

It is, however, but fair to remark that this Institution has ever been characterized by its low prices. The cost of board and tuition was but \$150 to \$200 through the war, and is now only \$230.

We cannot analyze, from the very outset, the elements which composed an education, offered at so low a price, for no records have been kept of the years 1835 to 1841. But the catalogue, to which we have already referred, gives the name of every book studied in 1842, and we find that, besides the Preparatory Department, there was a Junior, a Middle, and a Senior Class, and that their studies were truly and thoroughly collegiate, for in the list appear Euclid's Geometry, Day's Algebra, Natural History, Astronomy, and even Geology, together with the old familiar names of our own early college days—Olmsted, Upham, Kames, Hodge, Wayland, and Butler. Surely, such a course must have been greatly in advance of any previously pursued in this part of the country; and considering that many of the graduates—and even of those who never completed their studies—became teachers, it is easy to conceive that the influence of the Institution upon female education, must have been highly important.

RELIGIOUS CHARACTER.

But we should not be doing justice to the founders of Ingham University, were we to confine ourselves to the influence they have exerted upon the intellectual condition of their sex. They assumed, from the very first, a high moral and religious position ; free, alike from fashionable worldliness, and narrow bigotry, and exclusiveness, thus securing the good will of sober-minded, and intelligent people of every evangelical denomination. Their language upon this subject, at that early day, deserves to be adopted by every teacher of the young : “ Our aim, in the system of instruction of this Institution is, to make thorough scholars, independent thinkers and reasoners, and useful members of society. Our rules are few and simple. Each pupil reports her own conduct during the day, and is thus taught that confidence is reposed in her veracity, and that strict integrity is her only safeguard for character. The Bible is not only read, but so studied that, if possible, its elevating, awakening and redeeming influences may be diffused through every vein and artery of instruction. The school is divided into sections, each of which is placed under the care of a teacher, whose duty it is to be acquainted with the health, habits, intellectual improvement, moral and religious state of every young lady in her section ; to be the friend and adviser of each, and to cherish and manifest the affection of a sister, avoiding every unnecessary exposure of their faults, and foibles.” And again, “ no teacher will be employed who will not, conscientiously, make continued and persevering efforts for the highest moral and spiritual good of the pupils.” Adopting such principles, and animated by

such a spirit, it is not strange that the Institution soon acquired a high reputation throughout the State. The pupils felt the influence, and many of them experienced a change in their religious views and feelings, which clung to them through life. The majority of the young ladies, (indeed, during one term, all but one), have usually been, or have become members of some Evangelical Church. Ministers of the Gospel early began to send their daughters to the school, and no charge has usually been made to such for ordinary tuition. Pupils destitute of means, have been dealt with in the same manner, and many were not even charged for their board ; they have merely promised to pay it whenever able, and the debt, thus incurred, has, in cases not a few, remained uncanceled to this day.

AID TO INDIGENT PUPILS.

It is calculated that the Institution has, in these two ways, given more than \$30,000 to indigent, but well deserving students, during the forty years of its existence ; and many of these beneficiaries are now occupying positions of great honor and usefulness.

But the field of such an institution could not long be restricted to its own immediate neighborhood, or even to the entire State. In 1842, there were, as yet, but six pupils from beyond its bounds, and four of these were from the West. As the school became better known and appreciated, parents sent their daughters from nearly all parts of the country. The schedule on page illustrates this point, by indicating the State to which the pupils have belonged, from 1842, until last year (1875.)

STUDENTS FROM OTHER STATES AND COUNTRIES.

It will be seen that, during that period, twenty-nine different states or territories of the Union have been represented in the Institution, besides Canada, the Bermudas, France and Greece ; and the proportion of pupils from without the State, to those belonging to it, has, sometimes, been as high as three to four.

The premises of the Institution soon proved too narrow for its purposes. Additions were made from time to time to the original structure, not so much, perhaps, upon the principle of external harmony or beauty, as with the idea of compactness, convenience and economy.

BUILDINGS, AND WHEN ERECTED.

The original building, occupied by the School in 1837, contained but eight rooms, in two stories, with an upper and lower hall. During that summer a third story was added, with ten bed rooms for the pupils. The west wing was erected three years later ; it covers a space 57 feet by 40, with two stories. The dining room was in the basement of this wing. This was the condition of the building at the time of the publication of the first picture of the Institution as Le Roy Female Seminary, in the catalogue for 1845-6.

In 1849, a wing was built on the east, corresponding to that on the west, with the exception of the pillars, which were omitted. More ample accommodations were thus furnished for both teachers and pupils. A picture of this state of the building appears in the catalogue for 1851-2. Adjoining the premises, on the east, formerly stood the house of Col. M. Bixby, occupied for some years by the

Rev. Mr. Crawford, pastor of the Le Roy Presbyterian Church. This was purchased in 1851; and upon its site was erected, what has, since, been called University Hall, which originally stood at a distance of twenty feet from the rest of the premises. It contains, below, a general school-room, called Senior Hall; a room for the Academic Department, called Academic Hall; and five class rooms; and, up stairs, an additional recitation room, besides University Hall, properly speaking, which consists of a room 57 feet by 46, used for public lectures, occasional divine worship on Sunday, and the Commencement Exercises. It is encircled by three rows of permanent seats, and a platform, leaving a space in the middle 28 feet by 40 for daily practice in calisthenics.

In 1852 the Female Seminary had been chartered as a Collegiate Institute, and, in 1855, the east wing was continued so as to form one block with University Hall, thus adding to the premises a fine dining hall, 72 feet by 26, a library called Altonia Hall, and a laboratory.

The upper story became one continuous hall from east to west, 200 feet in length, with bedrooms on either side, and four staircases leading below, where there are nine doors opening without, besides numerous low windows which are available in case of fire. There is, moreover, a third story situated over the central building, and the east wing, which contains bedrooms, practice rooms for the piano, and a chapel for evening worship and prayer-meetings. This story has three staircases leading below, one at each extremity, and a third in the centre. Finally, in 1874, the adjoining premises on the east of University Hall were purchased and the building was removed so as

to form a south-east wing, which contains the kitchen, laundry, etc., below, and servants' rooms upstairs. The entire University building, in its present condition, contains ninety-nine rooms, great and small, besides the halls, entries, garrets and cellars.

THE COTTAGE.

The Cottage was erected in 1847 as a residence for Col. & Mrs. Staunton, (Miss E. E. Ingham,) after their marriage the same year—an event which deeply affected the interests and prosperity of the Institution, by enlisting in its service the genius and wisdom of a man, the impress of whose mind has, in a remarkable degree, been stamped upon its history.

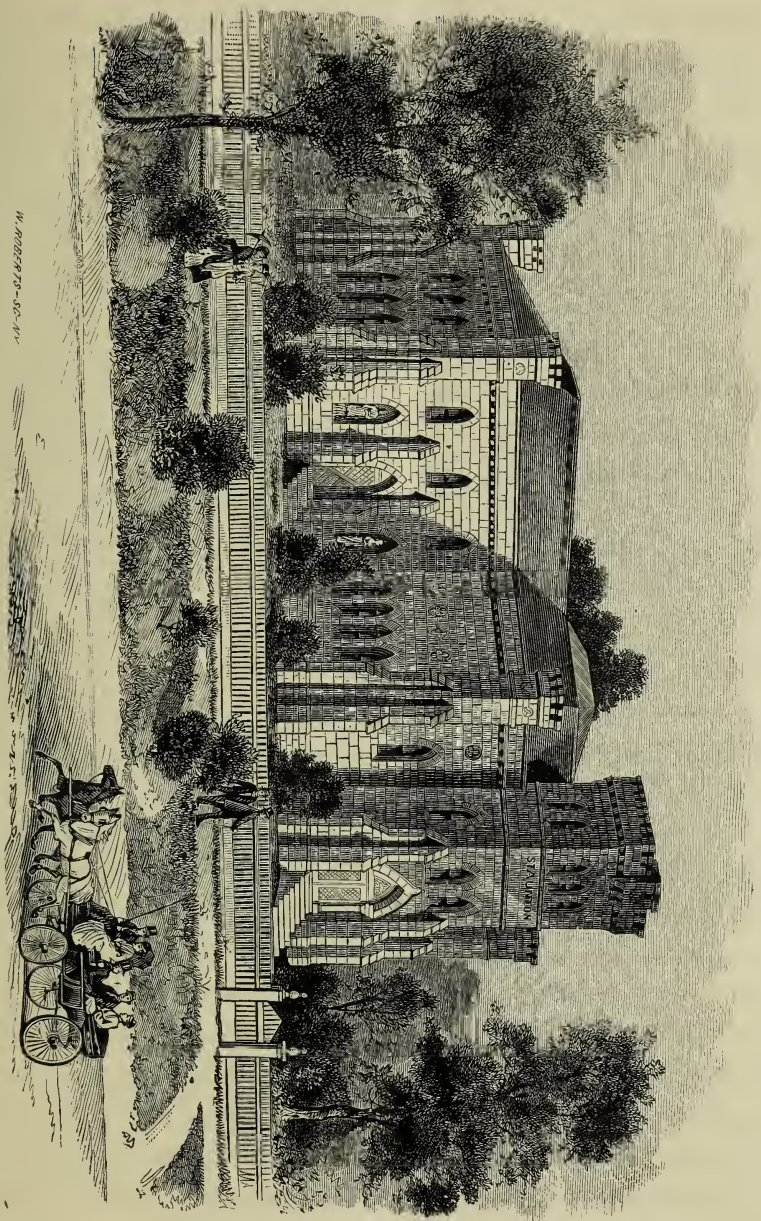
THE ART CONSERVATORY.

The Art Conservatory was built by Mrs. Staunton, in 1870, in memory of her husband, who died three years before at Quito, in South America, while on an expedition for the promotion of science.

ART COLLEGE.

And the Art College, which is a wing of the same building, was erected in 1875.

Such is a brief history of the growth of the material portion, or outward body of this Institution; it has received but little aid from abroad, unlike most other Institutions, which derive thence the chief nourishment that keeps them alive. Ingham, as it now stands, is the result of economy, thrift, and a devotion unsurpassed even by the love of a parent for an only child, which lavishes upon its object



W. R. 1850-51-52-53-54

THE ART CONSERVATORY.

THE HISTORY OF THE CITY OF BOSTON, FROM THE FIRST SETTLEMENT TO THE PRESENT TIME.

IN TWO VOLUMES.

BY SAMUEL JOHNSON, ESQ.

LONDON: Printed by J. JOHNSON, in Pall-mall.

MDCCLXXV.

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MDCCLXXV.

the resources that would otherwise be applied to a personal, perhaps a selfish end.

Meanwhile the Le Roy Seminary assumed a higher and loftier position among the educational enterprises of the State and the country.

FIRST CHARTER AS COLLEGIATE INSTITUTE, 1852.

Application was made to the legislature for the incorporation of the Institution as a college, but it was refused on the ground that there were no colleges for women; instead, however, a charter was granted April 6th, 1852, incorporating the "Ingham Collegiate Institute, located in Le Roy, Genesee Co., N. Y." (See laws of the State of New York, 75th session of the legislature; Chapter 151, page 196.)

CORPORATION.

The corporation, thus created, consisted of Charles N. Mattoon, Samuel Skinner, Samuel Comstock, A. P. Hascall, J. B. Skinner, C. Danforth, Moses Taggart, C. Comstock, M. O. Coe, A. F. Bartow, Israel Rathbone, J. G. Bixby, J. P. Darling, Albert Brewster, Phineas Staunton, and Marriette Ingham. The object of the corporation, as stated in the charter, was "the promotion of literature and science in the education of females. The said corporation shall have perpetual succession, with power to sue and be sued, and make and use a common seal, and alter the same at pleasure; to take and hold real and personal property; but it shall not, at any time, own real-estate yielding an annual income exceeding \$10,000."

SYNOD OF GENESEE.

Twenty-four Trustees were appointed, nine of whom constituted a quorum to do business,—all vacancies to be filled by the Presbyterian Synod of Genesee at the annual meeting of said body, or at a special meeting called for that purpose; and the various Christian denominations to be entitled to a representation in said Board, proportionate to the amount of funds contributed by said denominations, respectively, to the support of said Institution.

DIPLOMAS.

The Trustees mostly consisted of the same persons as the corporation, and power was vested in them to create a Normal, a Seminary and a Collegiate Department; to appoint professors and teachers, and to grant diplomas.

RELATION TO THE STATE.

The Institution was subjected to the visitation of the Regents of the University of the State of New York,—like every other chartered Institution of the State; and its annual report appears in the volume yearly published by the Regents by order of the Assembly.

PIONEER FEMALE COLLEGE.

Thus it will be seen, that this Institution was not only a pioneer in female education, having been founded before South Hadley, or Elmira, and, of course, before Farmington, Spingler, Packer or Vassar,—but it was the first to introduce a college curriculum into the education of young ladies; the first to receive a college charter and the

power to grant diplomas ;—for the Collegiate Institute meant neither more nor less than a college.

SECOND CHARTER AS INGHAM UNIVERSITY, 1857.

As a matter of fact, however, Elmira soon after successfully applied for a college charter, but the friends of Ingham then pushed for something still higher, and obtained a charter for a University. This took place April 28, 1857. This document ordains that the Ingham Collegiate Institute shall henceforth be denominated “Ingham University,” located as heretofore in Le Roy, Genesee County.

BOARD OF COUNCILORS.

Nearly the same Trustees were re-appointed, but their name was changed to Councilors, twenty-four in number, divided, by ballot, into four classes of six each.

THEIR ELECTION.

The term of office of each class in turn expires on the first Monday of January, and the vacancies thus or otherwise created, are to be filled by the Presbyterian Synod of Genesee, now called Synod of Western New York. The powers and limitations specified in the former charter were confirmed by the present, and “the same authority was given to confer literary honors, degrees and diplomas as is enjoyed by the Universities and Colleges of this State.” The charter also enacts that the Board of Councilors may name honorary members to sit with the Board, without the power of voting. “No real-estate belonging to the corporation can be conveyed without the consent of the majority of the Board of Councilors.”

This is the charter under which the Institution is now conducted. The name "University" implies several distinct departments and faculties. Accordingly we have here

SIX DEPARTMENTS.—I. ELEMENTARY.

(1.) An Elementary Department in which are taught the common school branches. This has existed from the very origin of the Institution, though several times omitted for a while, for special reasons.

2. ACADEMIC.

(2.) An Academic Department, consisting of two years' study, which embraces the studies pursued in our academies, including the fitting for college.

3. CLASSICAL.

(3.) The Collegiate Course occupies four years, viz:—Novian, Sophomore, Junior, and Senior.

4. LITERARY.

(4.) The Literary Course, which may be taken instead of the collegiate, and is taught by the same faculty. At the close of either of the two last courses, graduates who have received their diplomas are allowed to continue in the University and pursue advanced studies, under the direction of the professors.

5. MUSIC.

(5.) The Musical Department is quite distinct, having a faculty of its own, which consists of five teachers of vocal and instrumental music. Instruction is given on the piano, organ, violin, and guitar. No teacher in the

country is superior to Professor Appy in vocalization. The department possesses a valuable library, and the pupils are required to make themselves familiar with the lives of the Old Masters, and the leading musical works.

6. ART.

(6.) The Art College has a Faculty of its own, consisting of two Professors and the Vice-Chancellor of the University. It owes its existence to the genius of Col. Staunton, who spent his life in building it up, and whose principal works now adorn the walls of the Art Conservatory. The improved studios of the Art College, with colored walls, movable screens, etc., are found to be an admirable acquisition. The pupils are here under the constant supervision of their teachers, who carry them on from the rudiments of drawing and through the mysteries of *chiaro-scuro*, to water color and oil painting, both in portraiture and landscape. Object teaching is used almost to the exclusion of copying.

ART METHOD.

The Professors practise the methods adopted by the best European schools and our own most prominent artists;—methods which are the result of the hard-earned experience of the great Masters of Art of the last four centuries in Italy, Germany, France, Spain, Holland, and England, and whose efficiency as a system of instruction has been put to the fullest test. Professor Wiles' great experience as a teacher of Art, enables him, at once, to render it attractive, and to explain its most puzzling secrets.

GALLERY OF PAINTINGS.

The main portion of the Art Building contains, in the upper story, a Gallery of paintings, valued at more than \$50,000, and comprising Colonel Staunton's best pictures, and works by Oënicke, Tiersch, Jungheim, Prof. Wiles, and others. They serve to cultivate the taste of the students of art, and enable them to study the style of different masters.

MUSEUM.

The lower story contains a Museum, which, while offering an endless variety of subjects for the pencil and brush of the pupils, serves also to illustrate the lectures of the Professors of Natural Science, Antiquity, and Geology, in the Collegiate Department.

Having described the buildings and the six departments of Ingham University, we will now proceed to explain, further, the internal arrangements and course of study.

TEACHERS.

There are seventeen Professors and Teachers, and a Matron and Assistant Matron, or nurse,—nineteen in all,—constituting a fraternity under the leadership of the only surviving founder,—Mrs. E. E. I. Staunton. Of these, 14 are ladies; and five, married men. All but two reside on the premises, board at the same table, and hourly mingle with the pupils. The rooms of the lady teachers are so distributed, as to enable each to take a sisterly charge of a group of pupils.

DISCIPLINE.

The discipline of the school is secured by the pupils reporting their own conduct once a day, before the whole

school, after evening prayers; these reports, together with those of scholarship, attendance, and class deportment, are read once a month in presence of the assembled Faculties and pupils. This system has now been practised forty years, and has given continued satisfaction. Every year, the new pupils have manifested a marked, monthly improvement, while the older ones have maintained the high standard already reached.

• COURSE OF STUDY.

The youngest pupils belong to the Primary Department; they have a separate room and teacher of their own.

The Academic Department occupies the Academic Hall, under the charge of their teacher; she is assisted by other members of the faculty, who hear classes in their respective recitation rooms. Admission to this department requires a successful examination in introductory Grammar and Geography, Arithmetic to percentage, General History, and the elements of Natural History. The course extends over two years, during which the following studies are pursued :

Reading, Spelling, Writing and Linear Drawing, English Grammar, Word Analysis, Composition, Arithmetic, Algebra, Latin, French or German, Physical Geography and United States History, Physiology and Hygiene.

The Collegiate Department is divided into two courses, *i. e.*, the Classical and the Literary. The former extends over four years, and includes the following studies :

CLASSICAL COURSE.

NOVIAN YEAR.

Sallust and Virgil, Algebra and Geometry, Ancient and Modern History, English Composition and Elocution twice a week.

SOPHOMORE YEAR.

Cicero and Livy, Trigonometry and Conics, French, German, or Greek, Physics, Botany, and Book-keeping, English Composition, Elocution and Bible History.

JUNIOR YEAR.

Horace and Tacitus, Greek, or German, Chemistry, Mineralogy and Zoölogy, Rhetoric, English Literature and Domestic Science, Essays, and Elocution.

SENIOR YEAR.

Mental and Moral Philosophy, with Logic, Geology, Natural Theology and Evidences, Political Economy, and Literature, Astronomy and Æsthetics, Butler's Analogy, Essays, and Elocution.

The Literary Course extends over three years, and consists of the same studies as the Classical Course, with the exception of Latin, Greek, and the Higher Mathematics, which are omitted.

PARTIAL COURSE.

Many pupils prefer to devote a portion of their time to Art, or Music, or both, and the remainder to study. These are allowed to pursue their studies according to the wishes of their parents, subject to the judgment of their teachers.

The Art Department, as yet, contains but two branches, *i. e.*, Crayon Drawing from plaster models, and Painting in oils, mostly from object models. Our experience shows this to be the true method of teaching Art, though it is the most laborious for the teacher; and pupils thus trained, greatly prefer it to mere copying.

MUSIC COURSE.

In Music, the course of instruction comprises the following works, viz :

Plaidsy's Technical Studies.

Czerny's op. 337, 40 Daily Studies, books 1, 2.

Czerny's op. 500.

Grand Exercises of the Scale.

Czerny's op. 718, Twenty-four Studies for the Left Hand.

Czerny's op. 229, School of Velocity, books 1, 2, 3, 4.

Czerny's op. 740, Fifty Finishing Studies, books 1, 2, 3, 4, 5, 6.

Czerny's op. 92, Toccata in C major.

Clemente's Gradus ad Parnassum.

Clemente's Toccatta in Bb major.

Clemente's Preludes and Exercises.

Cramer's Studies, books 1, 2.

Chopin's op. 25.

Heller's op. 16, 46.

Henselt's op. 2, 5.

Krause's op. 2, 4.

J. S. Bach's 48 Preludes and Fugues.

J. S. Bach's Inventions.

Thalberg's Art du Chant

Thalberg's Studies, op. 26.

THOROUGH BASS.—A. N. Johnstone.

HARMONY.—F. F. Richter; A. N. Johnstone; Weber's Theory of Musical Composition.

ORGAN.—Zundel's Organ School; Schnieder's Organ School.

The expenses of a student in Ingham University are as follows :

TERMS.

| | |
|--|----------|
| Boarding, and tuition in the English Course, including Greek and Latin, for each half yearly term, in advance, - - - - | \$115 00 |
| Washing, per term, - - - - - | 10 00 |
| Lights, " - - - - - | 5 00 |
| Modern Languages, each, - - - - | 7 00 |
| Drawing and Crayoning, two hours a day, and at the same rate for more time, per term of 20 weeks, - - - - - - | 25 00 |
| Painting in oil, two hours a day, at the same rate for additional time, per term of 20 weeks, | 25 00 |
| Music,—Piano, Guitar or Melodeon, per term, | 30 00 |
| Use of instrument, 1½ hours per day, " | 5 00 |

To those who prefer a stated sum, board and tuition, with any of the above extra studies, *i. e.*, Drawing, two hours per day, Painting, two hours per day, practice, 1½ hours daily, together with lights and washing, are offered for \$340 a year, in advance, per half-yearly session. Washing may include 12 to 14 pieces weekly; more than this will be charged extra at fifty cents a dozen.

| | |
|--|------------|
| Private Vocal lessons of Prof. Appy, per term, | \$30 00 |
| Vocal lessons in class, per term, | - - - 5 00 |

A charge of two dollars per year is made for a seat in church.

TERMS FOR DAILY PUPILS.

| | |
|---|-------------|
| Preparatory Department, per term of 20 weeks, | \$7 50 |
| Intermediate Department, per term of 20 weeks, | 10 00 |
| Academic Department, per term of 20 weeks, | 12 00 |
| College Department, including Latin and Greek, per term of 20 weeks, | - - - 15 00 |
| Modern Languages, per term of 20 weeks, | - 7 00 |

VACATIONS.

The terms are two of twenty weeks each, - with a vacation of two weeks at Christmas, and another of twelve in the summer.

COLLEGE SOCIETIES.—LIBRARIES.

There are two literary societies, the Altonia and the Concordia, which meet regularly for mutual improvement. They have a select library of 600 volumes. The University Library numbers 4,000 volumes.

DEGREES.

The first charter granted to the Institution as the Ingham Collegiate Institute, authorizes the giving of diplomas to the young ladies at the close of their course; and the charter of 1857 gave "the same power to confer literary

honors, degrees, and diplomas, as is possessed by the Universities and Colleges of this State."

The Board of Councilors, on June 23d and 24th, 1857, adopted the following order and titles of honorary degrees, viz:

Gradus Artium Primarius, A. P., given to a graduate of the Literary Course.

Gradus Artium Altior, A. A., given to a graduate of the Classical Course. These two correspond to the usual A. B., or Bachelor of Arts, of our colleges for young men.

Gradus Artium Clavior, A. C., equivalent to A. M., or Master of Arts.

Gradus Artium Excelsior, A. E., a still higher and purely honorary title.

Several of the Councilors would have preferred the titles usually conferred by colleges upon graduates of the other sex; but the public mind did not seem fully prepared for so bold a step.

The Board has also conferred the honorary degrees of D. D. and L. L. D.

TABULAR VIEWS.

Let us now cast a glance at the work done by this Institution during the thirty-four years, from 1842 to 1875, of which catalogues have been published.

SCHEDULE A.

LE ROY FEMALE SEMINARY.

| Year. | Preparatory. | Academic I. | Academic II. | Partial C'se. | Music. | Art | Novians. | Sophomores. | Juniors. | Seniors. | Res. Grad. | Graduates. | Total. |
|-------|--------------|-------------|--------------|---------------|--------|-------|----------|-------------|----------|----------|------------|------------|--------|
| 1840 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... |
| 1841 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | ..... |
| 1842 | 56 | ..... | ..... | ..... | ..... | ..... | ..... | 88 | 77 | 9 | ..... | 6 | 232 |
| 1843 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 147 | ..... | 5 | ..... | 2 | 152 |
| 1844 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 96 | 68 | 14 | ..... | 4 | 180 |
| 1845 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 134 | 53 | 22 | ..... | 11 | 209 |
| 1846 | 64 | ..... | ..... | ..... | ..... | ..... | ..... | 72 | 46 | 20 | ..... | 3 | 209 |
| 1847 | 64 | ..... | ..... | ..... | ..... | ..... | ..... | 53 | 48 | 9 | ..... | 3 | 174 |
| 1848 | 56 | ..... | ..... | ..... | ..... | ..... | ..... | 71 | 42 | 24 | ..... | 12 | 193 |
| 1849 | 51 | ..... | ..... | ..... | ..... | ..... | ..... | 89 | 67 | 7 | ..... | 5 | 214 |
| 1850 | 30 | ..... | ..... | 7 | ..... | ..... | ..... | 103 | 58 | 21 | ..... | 13 | 218 |
| 1851 | 41 | ..... | ..... | ..... | ..... | ..... | ..... | 80 | 77 | 18 | ..... | 14 | 230 |

INGHAM COLLEGIATE INSTITUTE.

| | | | | | | | | | | | | | |
|------|----|-------|-------|----|-------|-------|-------|-----|----|----|-------|----|-----|
| 1852 | 51 | ..... | ..... | 19 | ..... | ..... | ..... | 100 | 88 | 32 | ..... | 13 | 290 |
| 1853 | 55 | ..... | ..... | 31 | ..... | ..... | ..... | 112 | 50 | 34 | ..... | 17 | 280 |
| 1854 | 47 | ..... | ..... | 20 | ..... | ..... | ..... | 92 | 53 | 31 | ..... | 17 | 250 |
| 1855 | 40 | ..... | ..... | 9 | ..... | ..... | ..... | 67 | 56 | 28 | ..... | 19 | 200 |
| 1856 | 35 | ..... | ..... | 26 | ..... | ..... | ..... | 38 | 46 | 23 | ..... | 18 | 208 |

INGHAM UNIVERSITY.

| | | | | | | | | | | | | | | |
|------|-------|-------|-------|----|-------|-------|-------|----|----|----|----|-------|----|-----|
| 1857 | 85 | ..... | ..... | 9 | ..... | ..... | ..... | 56 | 32 | 20 | 13 | ..... | 12 | 215 |
| 1858 | 72 | ..... | ..... | 33 | ..... | ..... | ..... | 78 | 25 | 12 | 11 | ..... | 9 | 231 |
| 1859 | 57 | ..... | ..... | 21 | ..... | ..... | ..... | 42 | 31 | 10 | 9 | ..... | 9 | 170 |
| 1860 | 12 | 10 | 24 | 11 | ..... | ..... | ..... | 47 | 29 | 10 | 8 | ..... | 8 | 151 |
| 1861 | 17 | 18 | 21 | 7 | ..... | ..... | ..... | 40 | 15 | 11 | 16 | ..... | 15 | 145 |
| 1862 | 7 | 19 | 34 | 9 | ..... | ..... | ..... | 29 | 10 | 5 | 7 | ..... | 6 | 120 |
| 1863 | ..... | 69 | ..... | 15 | 14 | ..... | ..... | 12 | 19 | 7 | 7 | ..... | 6 | 143 |
| 1864 | ..... | 64 | ..... | 18 | 14 | ..... | ..... | 17 | 13 | 6 | 11 | ..... | 9 | 143 |
| 1865 | 9 | 67 | ..... | 22 | 7 | ..... | ..... | 17 | 13 | 10 | 7 | ..... | 7 | 152 |
| 1866 | 15 | 85 | ..... | 13 | 79 | 48 | ..... | 26 | 15 | 8 | 9 | ..... | 9 | 190 |
| 1867 | 22 | 47 | 31 | 26 | 12 | ..... | ..... | 31 | 33 | 6 | 8 | ..... | 7 | 198 |
| 1868 | 36 | 39 | 35 | 16 | 18 | ..... | ..... | 32 | 9 | 9 | 8 | ..... | 5 | 202 |
| 1869 | 30 | 28 | 33 | 14 | 56 | 50 | ..... | 30 | 11 | 7 | 17 | ..... | 17 | 186 |
| 1870 | 16 | 24 | 31 | 22 | 24 | ..... | ..... | 21 | 15 | 9 | 7 | 5 | 7 | 174 |
| 1871 | 18 | 26 | 36 | 19 | 24 | ..... | ..... | 24 | 12 | 10 | 8 | 2 | 7 | 179 |
| 1872 | 15 | 27 | 32 | 17 | 25 | ..... | ..... | 16 | 8 | 8 | 10 | ..... | 9 | 158 |
| 1873 | 21 | 34 | 20 | 14 | 70 | 41 | ..... | 13 | 7 | 17 | 7 | ..... | 3 | 157 |
| 1874 | 24 | 37 | 24 | 10 | 69 | 28 | ..... | 13 | 3 | 7 | 10 | 2 | 8 | 150 |
| 1875 | 12 | 18 | 20 | 22 | 71 | 29 | ..... | 22 | 7 | 10 | 8 | 1 | 5 | 141 |

In Music and Art.....

322
26

SCHEDULE B.

| Year. | New York. | Massachusetts | Connecticut. | Vermont. | Maine. | Minnesota. | Rhode Island. | Pennsylvania | New Jersey. | Ohio. | Illinois. | Michigan. | Wisconsin. | Indiana. | Iowa. | Kentucky. | Missouri. | Kansas. | Maryland. | Dis of Columbia. | Virginia. | Tennessee. | Georgia. | Alabama. | Mississippi. | Louisiana. | Texas. | California. | New Mexico. | Canada. | Bermudas. | France. | Greece. |
|-------|-----------|---------------|--------------|----------|--------|------------|---------------|--------------|-------------|-------|-----------|-----------|------------|----------|-------|-----------|-----------|---------|-----------|------------------|-----------|------------|----------|----------|--------------|------------|--------|-------------|-------------|---------|-----------|---------|---------|
| 1842 | 226 | --- | --- | I | --- | --- | --- | --- | I | --- | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1843 | 153 | I | --- | --- | --- | --- | --- | --- | I | --- | --- | 7 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1844 | 167 | I | I | --- | --- | --- | --- | --- | I | --- | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1845 | 203 | 3 | --- | --- | --- | --- | --- | --- | --- | 2 | --- | --- | I | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1846 | 209 | I | --- | --- | --- | --- | --- | --- | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1847 | 165 | --- | --- | I | 3 | --- | --- | --- | --- | --- | I | 6 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1848 | 173 | --- | I | --- | --- | --- | --- | --- | --- | 2 | --- | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1849 | 198 | --- | --- | I | --- | --- | --- | --- | --- | 4 | --- | 12 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1850 | 198 | I | --- | --- | --- | --- | --- | --- | --- | 3 | --- | 10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1851 | 210 | I | --- | --- | --- | --- | --- | --- | --- | 1 | --- | 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1852 | 204 | 2 | I | --- | --- | --- | --- | --- | --- | 2 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1853 | 238 | --- | --- | --- | --- | --- | --- | --- | --- | 1 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1854 | 219 | --- | --- | --- | --- | --- | --- | --- | --- | 13 | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1855 | 182 | 3 | --- | --- | --- | --- | --- | --- | --- | 2 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1856 | 163 | 2 | 4 | --- | --- | I | --- | --- | --- | 4 | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1857 | 177 | 2 | 5 | --- | --- | --- | --- | --- | --- | 12 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1858 | 187 | I | 3 | --- | --- | --- | --- | --- | --- | 16 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1859 | 137 | --- | --- | 3 | 2 | --- | --- | --- | --- | 6 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1860 | 118 | I | 3 | I | --- | --- | --- | --- | --- | 4 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1861 | 118 | --- | --- | --- | --- | --- | --- | --- | --- | 4 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1862 | 102 | --- | 3 | --- | --- | --- | --- | --- | --- | 4 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1863 | 126 | I | I | --- | --- | I | --- | --- | --- | 2 | --- | 3 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1864 | 118 | 2 | I | --- | --- | --- | --- | --- | --- | 4 | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1865 | 128 | I | --- | --- | --- | --- | --- | --- | --- | 2 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1866 | 166 | I | --- | --- | --- | --- | --- | --- | --- | 4 | --- | 4 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1867 | 185 | I | --- | --- | --- | --- | --- | --- | --- | 2 | --- | 7 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1868 | 185 | I | --- | --- | --- | --- | --- | --- | --- | 2 | --- | 9 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1869 | 170 | --- | --- | --- | --- | --- | --- | --- | --- | 2 | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1870 | 150 | 4 | --- | --- | --- | --- | --- | --- | --- | 3 | --- | 10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1871 | 104 | --- | --- | --- | --- | --- | --- | --- | --- | 4 | --- | 6 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1872 | 122 | --- | 4 | --- | --- | 2 | --- | --- | --- | 6 | --- | 10 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1873 | 107 | --- | --- | --- | --- | --- | --- | --- | --- | 7 | --- | 5 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1874 | 120 | I | 3 | --- | --- | --- | --- | --- | --- | 1 | --- | 2 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1875 | 92 | --- | 3 | 2 | --- | --- | --- | --- | --- | 13 | --- | 8 | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1876 | 5473 | 38 | 53 | 11 | 3 | 6 | 107 | 107 | 25 | 123 | 109 | 187 | 76 | 43 | 12 | 4 | 41 | 8 | 1 | 15 | 3 | 6 | 8 | 9 | 4 | 3 | 1 | 8 | 7 | 36 | 1 | 2 | 19 |

Of the totals here appearing, about one-half have been day pupils, residents of the town. Their number has diminished since the erection of an academy in the village; but it has not yet been thought expedient to break up the Preparatory and Academic Departments in the University; this may ultimately take place, and it will simplify our work. As matters now stand, pupils often enter our walls at an early age, and do not leave us until they take their diplomas, or otherwise close their studies.

In examining the attendance of the pupils, from year to year, it will be noticed that the large numbers put down during nearly a score of years, at the beginning, are attributable to the fact that the neighboring academy was not yet in operation. There was also some diminution during the war of Rebellion.

• We notice further upon the Schedule :

(1.) The apparently large numbers in the collegiate branches of the *Seminary*, are owing simply to a different mode of classification ;

EDUCATION FOR WOMAN.

(2.) As soon as the collegiate department took full shape and reached the usual standard of college studies in the *Collegiate Institute*, the pupils increased in the academic and partial courses, and diminished in the higher classes. This would seem to intimate that we are in danger of pushing our institutions for girls to a higher platform than the great mass of our pupils are ready to follow us. Some of them will, doubtless, go anywhere and even lead the way ; our highest classes are now, probably, chiefly made up of such, and we have even a few resident

graduates who are pushing beyond. We believe that this number will increase, and that their ambition will rise yet higher; still, such will always constitute the exception, not the rule, to a far greater extent than can ever be the case with the other sex.

INFLUENCE OF INGHAM.

(3.) We call attention to the extent of the influence exerted by this Institution. It will be remembered that its location was selected as a central position from which to reach the great West, and the sequel has shown the wisdom of the choice. Illinois, Michigan, and Wisconsin, stand prominent on the list of the Western States which have sent their daughters to us. They drop off as similar institutions are built up within their own borders; but these look upon Ingham as their parent, and we have had repeated intimations that they do and mean to follow her lead upon the educational questions of the day. Next to the West, the South, though far away, seeks our aid in training her daughters. Mississippi, Georgia, and even Texas, often have representatives within our walls. The vicinity of Canada sends pupils over the northern border. Young ladies from foreign countries are usually the daughters of business men settled abroad, or of our foreign missionaries.

NUMBER OF STUDENTS AND GRADUATES.

(4.) It would be a difficult task to make out the exact number of pupils who have studied here from the beginning. The schedules show that the single years of study spent here, during the last thirty-four years, amount to 6,434. It is supposed that above 5,000 persons, in all,

have here enjoyed the benefit of instruction during the entire forty years that this Institution has existed. The whole number of regular graduates, from 1840 to 1875, is 348, including 26 in music and art.

It will be seen by the foregoing statements, that the growth of this Institution from a Female Seminary to a University has been gradual and homogeneous,—not a metamorphosis, but a development,—produced by a force acting from within, not by a pressure from without. It has preserved the family or home character of the Seminary, but has stretched the bounds of its curriculum, and has moreover put out two vigorous branches, which existed in embryo from the very beginning. It has also preserved its exclusive appropriation to one sex; for it is not proposed to admit young men to more than the Music and Art departments, to which there can be no objection whatsoever. But no approach has been made to the mingling of the sexes in intellectual education. We have great respect for the institutions which have pursued the contrary course, especially for time-honored Oberlin; at the same time, there is no present appearance that Ingham is ever likely to follow their example.

FEMALE EDUCATION.

The experience of the past forty years, seems rather to confirm the idea that there is as radical a difference in the mental as there is in the physical powers of the sexes, adapting them to the different spheres they are to occupy in life; and that there is no more appropriateness in imparting to them the same education, than there would be in giving them the same position and work in the family.

The public mind has tended, during the last 50 years, toward the erection of colleges and institutions of learning for girls on precisely the same model as those for boys. We believe, that the next 50 years will witness a tendency to greater discrimination. Already, specific schools for the stronger sex are rising on every side, and optional studies are greatly multiplied in our colleges. And so, female education will probably be hereafter studied as a specialty, more than heretofore. We find, as a matter of fact, that few of the young ladies in our colleges are anxious to obtain diplomas, or to gain the name of having finished a collegiate or literary course, and these few are nearly all normal pupils, who mean to devote their lives to the department of instruction,—a class which must necessarily embrace but a small percentage of all female students.

HEALTH.

It is with devout thankfulness, that we record the uniform good health of the pupils. No doubt the climate of Western New York must be wholesome, but that of Le Roy is particularly so, being sufficiently distant from the Lake shores greatly to moderate the winds which prevail from that direction. The plateau upon which the town is situated, drains all stagnant waters and removes all miasma. There has never been a case of typhus in the Institution, and many weak constitutions have been improved while residing among us. The physical training received by the young ladies, and their instruction in Physiology and Hygiene have doubtless contributed to this result.

AID RECEIVED BY INGHAM IN FORTY YEARS.

This Institution has now existed forty years, and it may well be asked, what is the amount of aid it has received in carrying on its noble work, whether from the State or from individuals. We answer that the want of such help has been greatly felt ; for it cannot be supposed that the small tuition fees, even with the addition of an income from the boarding department, ever could adequately pay the teachers' salaries, and keep the premises in repair. The Institution was, as early as 1852, when the first charter was obtained, given over to the Presbyterian Synod of Genesee, on condition of their endowing it, by means of contributions from the churches, with the sum of \$50,000; the offer was accepted, but the money never came. Four different agents have been appointed, at different times, by the Trustees, to make collections with a view to an endowment, but all they brought in amounted to \$1,400! In 1861, application was made to the State legislature for a grant of \$25,000,—a small sum compared to the princely gifts bestowed on our colleges and universities for young men ; the amount actually granted to us was but \$5,000! Besides this, in 1874, Ingham University was allowed to receive from its friends such a portion of the memorial fund of the Presbyterian Church as they chose to bestow upon us ; and this footed up to \$2,600. And, in 1875, Mrs. Julia Ingham Adams, now Mrs. Frothingham, of Brooklyn, who received her education at Ingham, presented \$5,000 for the erection of the Art College. Thus the entire assistance received by this Institution, during the forty years of its existence,

foots up to \$14,000, or \$350 a year, \$5,000 of which was given by the State and \$9,000 by individuals.

But though the benefactions of the general public were "few and far between," yet help never failed to come from the founders themselves. Their benefactions have been large and never-failing. When all the premises were their private property, they gave away a large portion to the corporation on the sole condition of an adequate endowment being raised. Whenever the Institution was in need, or got into debt, they came forward with never-failing patience and devotion, and helped it out of all its troubles. A mortgage upon the property was given as a security for the return of the money thus advanced, and the estate, as a matter of fact, essentially returned into the hands of its original owners. Nothing daunted, however, by the large drafts made upon her generosity, Mrs. Staunton, in pursuance of a long-cherished purpose, came forward on the 14th of December, 1875, and in behalf of herself, and of her deceased sister and husband, canceled the mortgage, and presented the entire real-estate to the corporation as a free offering to the cause of female education. Thus property worth over \$100,000, of which \$91,000 represents the value of the real-estate, and \$12,000 the amount of the mortgage, has, from first to last been received by Ingham University from its generous founders, besides their untiring labors and life-long devotion to its interests.

WHY INGHAM SHOULD BE ENDOWED.

Surely, this noble Institution is worthy of better support. It is not sectarian,—for the relation of the Presbyterian

Synod is of a parental character and an evangelical safeguard, while the Board itself contains members from other denominations; nor is the Institution private property; it could at any time have been made the property of the corporation by raising the required endowment, and now the title deeds have actually been made over to the Board of Councilors without any such condition.

The property, the experience, the associations, and the past history of Ingham University are truly worth preserving to the cause of Christian education, by just such an endowment as experience has shown to be necessary in order to ensure the usefulness and perpetuity of our institutions for young men. Providence has heretofore provided for it by rendering wonderfully productive the early gains of its founders, and putting it into their hearts not to spend them upon themselves, but to erect all these buildings, and purchase these four and a half acres of land, that they might give them away to the cause they have served all their lives. The present value of the property thus far made over to the corporation, as reported by the Regents of the University of New York, is as follows:

PROPERTY GIVEN BY MRS. STAUNTON.

| | | | | | | |
|----------------------|---|---|---|---|---|-----------------|
| University building, | - | - | - | - | - | \$45,000 |
| The land, | - | - | - | - | - | 10,000 |
| Cottage Property, | - | - | - | - | - | 10,000 |
| Conservatory of Art, | - | - | - | - | - | 15,000 |
| Art College, | - | - | - | - | - | 7,500 |
| Libraries, | - | - | - | - | - | 3,500 |
| Total, | - | - | - | - | - | <u>\$91,000</u> |

Surely, this property alone is worth turning to the best account as appliances for the education of young women. If endowment be needed, it is the most economical outlay that can be made in so important a cause.

WHAT INGHAM HAS DONE FOR LE ROY.

Let us now look at the importance of this Institution in developing the growth and prosperity of the town in which it is located. It is well known that Le Roy was an insignificant village forty years ago, when some of its far-sighted citizens succeeded in removing thither the Female Seminary from Attica. The place has enjoyed a steady growth ever since, and there is no doubt that this Institution has exerted no little influence in bringing about this result. The money used in erecting all these buildings was spent here. Besides this, the following account has been prepared with great care, and is supposed to be quite within the truth :

| | |
|---|----------------|
| The Institution receives and spends annually, | |
| in tuition and boarding fees, about \$20,000. | |
| Last year it was \$21,383.03. In forty years | |
| this would amount to | \$800,000.00 |
| Seventy-five young ladies spend at least \$50 | |
| a year each, making, | 150,000.00 |
| At least five families a year reside here on | |
| account of the Institution, and spend \$750 a | |
| year, making in 40 years, | 150,000.00 |
| Advantages to hotels and boarding houses, | 30,000.00 |
| Advantage to 50 day pupils of \$100 a year, | 200,000.00 |
| | <hr/> |
| | \$1,330,000.00 |

It is clearly, therefore, for the pecuniary interest and prosperity of the town, that the Institution should attain its highest possible growth and development.

The foregoing statements conclusively establish the fact, that this Institution has a right to be considered a public benefactor, and to enjoy the confidence and support of its friends ; indeed, no institution in the State has so long, so prominently, and so unexceptionally stood forth as the chief educator of our daughters.

Nor can it be claimed that other institutions have risen around us which have superseded it, or have stolen the confidence and love of our people. Other colleges have come into being, but Ingham is not jealous of them ; she is proud to have contributed to their organization, by creating a call for them. The field is large, and there is room for more, nor is one of them, as yet, adequately endowed.

FEMALE COLLEGES SHOULD BE MORE LIBERALLY ENDOWED.

The general public and the State have liberally contributed to the usefulness of our colleges for young men, and they deserve the gratitude of the country. But should not our young women be equally provided for ? Do they not need eminent professors, men and women of mark and power ? And how can these be secured without adequate remuneration ?

This is a subject that deserves thorough investigation. We have, in the State of New York, but five colleges exclusively devoted to the education of women. A sixth, Alfred University, admits both sexes ; it cannot, therefore, be properly introduced into an examination of the comparative provision made for the education of the two sexes.

Only three of these five colleges possess any endowment,—Vassar College having an income of \$19,670, Wells, \$7,000, and Elmira, \$3,730. It may be said that colleges are not needed for girls, and that special schools, called Seminaries, will do just as well. There are sixteen such institutions in the State, only two of which are blessed with an endowment,—Packer Institute having \$3,000 a year, and the Buffalo Seminary just \$24! So that the sum total of endowment for the exclusive education of young ladies, in the State of New York, produces a yearly income of \$33,424. The rest of the expense involved in the education of our daughters must be provided by their parents.

Let us now see how the case stands with the boys. There are, in this State, twenty-two colleges and universities exclusively for their use, and the endowment of these institutions yearly produces the sum of \$415,475; also seventeen high, or special, schools with a yearly income of \$13,466; thirteen theological seminaries with the yearly income of \$98,255; four law schools without income; and eleven schools of medicine with \$3,700; making in all, sixty-seven (67) institutions devoted to the education of young men, with a yearly income of \$530,810, against twenty-three for young women, with an income of \$33,424, or 16 to 1!

Some very sensible people are afraid that the education of our daughters is making too rapid strides, and ought to be checked. The women, they say, are going to oust the men from their places of employment, and will soon monopolize every trade and business which does not require the physical strength they do not possess, by working cheaper than can be done by the other sex.

The foregoing statistics, furnished by the Bureau of Education in Washington, set the matter at rest. The boys have twenty-two colleges and universities; the girls, five; and, the former possess an endowment which yields annually \$415,475, while the latter have but \$20,366, a ratio of more than 20 to 1! And now, what does this imply? It implies, of course, that our young men have the best professors and teachers, the most complete, perfect, and modern apparatus, the richest museums, and the amplest libraries. They are lodged in the newest buildings, and occupy rooms furnished with all the improvements of civilization, while their sisters and cousins often must needs "rough it in garrets and cellars," exposed to the cold winter blast and summer heat. Moreover, the boys are furnished with nice scholarships, prizes, and many other generous contrivances to entice them on in their studies and make education easy, while nothing of the kinds exists for the poor girls. Education societies yearly collect our contributions to help candidates for the ministry; but what society assists in raising up suitable ministers' wives? Auburn Theological Seminary has a yearly income of \$20,500; yet the cry went forth that it would perish without help, and the generous Christian public at once contributed \$100,000 to erect a building, which now attracts the students by its comfortable accommodations. But where, in the meanwhile, are lodged the wives of these same ministers, while preparing for their arduous labors? Another Theological Seminary for young men, Union, in New York City, possesses an endowment of \$800,000, yielding \$56,000 a year. This alone, is more

than double the income of all the educational institutions for young ladies, in the entire State of New York!

Well may we be startled by these facts. It is high time that we adopt a new departure on this subject. The country has done nobly for its young men during the first century of the Republic. Let the special work of the second century, in the matter of education, be the endowment of schools for our daughters and sisters, and all will be right. There is danger of making the pathway of our boys too easy for them, and their character and intellectual development depend still more on those of their mothers, than on the schools they frequent.

WHY INGHAM UNIVERSITY SHOULD BE LIBERALLY ENDOWED.

The foregoing statements and considerations apply to our entire educational system for young women, and show the imperative need of a liberal endowment for our higher institutions. But there are, besides these, other grounds for bestowing upon Ingham University the liberal patronage of a generous public. Up to a recent period, young women desirous of fitting themselves for the profession of teaching, were restricted to the expensive education acquired in unendowed female seminaries. But the public is now aroused to the importance of improving our system of instruction, so that many free normal schools, for both sexes, have arisen, and are rising all over the State. A very important step in advance, surely; but it should be remembered, that this is just so much abstracted from the support of a still higher class of institutions, that remain unendowed and continue to be expensive, while their poverty prevents their keeping up with the progress of

the age, and often compels them to break up after a few years of doubtful existence. The provision thus made, fails to reach the case of an important class of young women, who desire to make a higher proficiency, or to study other branches than those taught in the normal schools. It cannot be denied that certain spheres are peculiarly adapted to the capacities of woman, and that she has a special calling for music and art. So generally is this felt to be the case, that these branches are taught, more or less, in nearly every institution for the education of young ladies. Drawing has, indeed, been introduced into our public schools, and a knowledge of its rudiments has become a part of the normal instruction. It is clear, therefore, that a step forward has been taken in this department, which calls for an improved state of art, and for the raising of a higher class of teachers than any heretofore trained in the country. Moreover, our people are growing in wealth and refinement, and demand a higher class of the products of art. . The time may come when many youths will feel impelled to devote themselves to art alone ; but for the present, at least, it does not seem desirable wholly to divorce education in art and music from that culture of the mind, which can be obtained only by the study of the ordinary branches taught in our higher institutions of learning.

Now, Ingham University aims to meet this growing want. Its Art and Musical Colleges, each with a special Faculty of its own, are rapidly growing in importance and reputation, and not far from a hundred pupils will appear this year upon the catalogue of each. In the former of

these colleges, drawing and painting are taught by professors of experience and reputation, unsurpassed in the country, who use the most approved and advanced methods; other branches will be added, such as sculpture, carving, engraving, etc., as fast as the necessary funds are furnished for enlarging the Art College; while the Gallery of Paintings, worth no less than \$50,000, helps to form the taste of the pupils, and the Museum furnishes a great variety of object models, and serves to illustrate the lectures of the science professors. We cannot hear that such a school of art exists in the country; the quiet of a country town is eminently favorable to art culture, and the cheapness of living and small charges of an institution, endowed as this ought to be, would bring its advantages within the reach of a large and hopeful class. The pupils are allowed to accompany the professor in his summer rambles, through our magnificent neighborhood, and paint, under his supervision, from nature's unparalleled models. The young ladies find a home on the premises of the University; young men board and lodge in private houses.

All that has been said of the College of Art, will apply equally to the College of Music, of Ingham University. It gives the most thorough and complete instruction, unsurpassed in the country, both in instrumental and vocal music. The names of Prof. Appy and Mrs. Cary, at the head of this department, are a sufficient guarantee of the excellence of the whole system, as well as of its faithful application. Vocalization, the piano, the organ, the violin, and the theory and principles of musical harmony are now taught, and other branches may be added as required. It is intended, as soon as possible, to erect a Musical

Conservatory, similar to the Conservatory of Art, as shown upon the plan, according to the best and most approved European models, with every possible convenience; and then pupils of the other sex will be admitted to its privileges. Ingham is, *bona fide*, a University, a woman's university, imparting instruction in such branches of knowledge and art, as open the door to a legitimate sphere of labor for woman. To the branches already established, it is easy to add others, as fast as they are called for, without changing the present organization. The grounds offer abundance of room for indefinite additions and improvements. It is believed, that no institution in the land occupies a similar position, nor, to an equal degree, meets the want which Ingham University is intended to supply; and it may well claim the sympathy and the aid of its friends, the cordial co-operation of an enlightened and progressive public.

